

WEST END ELEMENTARY

314 Pelzer Highway
Easley, South Carolina 29642

GRADES K-5 Elementary School

ENROLLMENT 603 Students

PRINCIPAL Katherine W. Holcombe 864-855-8165

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	60	26	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes

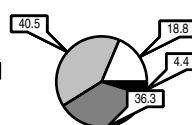
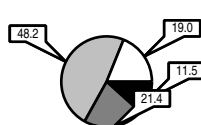
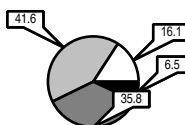
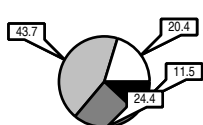
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

59.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	303	100.0	16.1	41.6	35.8	6.5	51.6	Yes	Yes
Gender									
Male	151	100.0	21.6	43.2	30.9	4.3	43.9		
Female	152	100.0	10.7	40.0	40.7	8.6	59.3		
Racial/Ethnic Group									
White	241	100.0	13.3	40.7	38.5	7.5	56.2	Yes	Yes
African-American	46	100.0	23.8	52.4	23.8	0.0	28.6	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	55.6	11.1	33.3	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	259	100.0	10.5	40.8	41.6	7.1	59.2		
Disabled	44	100.0	48.8	46.3	2.4	2.4	7.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	303	100.0	16.1	41.6	35.8	6.5	51.6		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	296	100.0	14.7	42.1	36.6	6.6	52.7		
Socio-Economic Status									
Subsidized meals	154	100.0	21.9	51.1	24.1	2.9	33.6	Yes	Yes
Full-pay meals	149	100.0	10.6	32.4	47.2	9.9	69.0		

Mathematics - State Performance Objective = 15.5%									
All Students	303	100.0	20.4	43.7	24.4	11.5	50.5	Yes	Yes
Gender									
Male	151	100.0	20.9	41.7	25.2	12.2	48.2		
Female	152	100.0	20.0	45.7	23.6	10.7	52.9		
Racial/Ethnic Group									
White	241	100.0	15.5	44.7	26.5	13.3	55.3	Yes	Yes
African-American	46	100.0	40.5	42.9	14.3	2.4	28.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	55.6	22.2	22.2	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	259	100.0	15.5	45.0	26.9	12.6	55.5		
Disabled	44	100.0	48.8	36.6	9.8	4.9	22.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	303	100.0	20.4	43.7	24.4	11.5	50.5		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	296	100.0	18.7	44.7	24.9	11.7	51.6		
Socio-Economic Status									
Subsidized meals	154	100.0	30.7	46.0	16.8	6.6	32.8	Yes	Yes
Full-pay meals	149	100.0	10.6	41.5	31.7	16.2	67.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	104	100.0	20.0	42.2	28.9	8.9	37.8
	Grade 4	98	99.0	20.5	47.7	30.7	1.1	31.8
	Grade 5	111	100.0	27.9	45.2	26.0	1.0	26.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	116	100.0	9.9	27.9	48.6	13.5	62.2
	Grade 4	91	100.0	27.8	42.2	27.8	2.2	30.0
	Grade 5	96	100.0	15.4	56.0	27.5	1.1	28.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	104	100.0	17.8	38.9	28.9	14.4	43.3
	Grade 4	98	100.0	28.4	52.3	14.8	4.5	19.3
	Grade 5	111	100.0	23.1	54.8	14.4	7.7	22.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	116	100.0	8.1	45.9	36.0	9.9	45.9
	Grade 4	91	100.0	26.7	43.3	13.3	16.7	30.0
	Grade 5	96	100.0	30.8	42.9	17.6	8.8	26.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 603)				
First graders who attended full-day kindergarten	94.0%	N/C	100.0%	100.0%
Retention rate	4.5%	No change	3.0%	2.7%
Attendance rate	96.7%	Up from 96.2%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.0%		4.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.6%		3.1%	3.5%
Eligible for gifted and talented	16.9%	Up from 14.3%	15.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.2%	Down from 10.7%	9.0%	8.2%
Older than usual for grade	0.8%	Down from 1.0%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	59.5%	Up from 59.1%	52.1%	51.4%
Continuing contract teachers	92.9%	Down from 100.0%	90.2%	87.5%
Highly qualified teachers**	97.1%	N/A	94.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	93.0%	Down from 94.0%	88.5%	86.7%
Teacher attendance rate	95.9%	Down from 96.2%	95.0%	94.9%
Average teacher salary	\$44,251	Up 1.7%	\$40,965	\$40,760
Prof. development days/teacher	11.6 days	Down from 12.3 days	11.9 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 19.1 to 1	18.9 to 1	18.9 to 1
Prime instructional time	91.6%	No change	90.1%	90.0%
Dollars spent per pupil*	\$6,133	Down 3.5%	\$5,838	\$6,044
Percent of expenditures for teacher salaries*	66.6%	Down from 69.5%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.6%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

West End Elementary School serves a diverse population of 620 students in kindergarten through fifth grade. The school's mission statement is "West End Elementary School, in cooperation with home and community, will provide all students a strong educational foundation encouraging personal and academic excellence through creative and quality learning experiences." Parents, teachers, and staff of West End strive to form a strong team for our students. The PTA and business partners are supportive of the mission of the school. Parents participate in school activities by volunteering or attending parent workshops. Construction was completed on a 22 classroom and office addition during the 2003 - 2004 school year. Additional play spaces and equipment were planned by the PTA to serve the students housed in the new building.

The school staff has studied test results, the state curriculum standards, and SACS information to determine strengths and weaknesses of West End students and the curriculum. School performance in mathematics, specifically problem solving and money, was a weakness. Academic Plans for Students were written to address student weaknesses and an improvement plan has been designed to address school deficiencies through staff development and curricular changes.

During the 2003 - 2004 school year, West End had a variety of programs available for students. Included were English for Speakers of Other Languages, Reading Recovery, Accelerated Reader, citizenship and character education programs, an afterschool remediation program, classes for gifted and talented students, a computer lab, a literacy week, a health fair, career days, student tutors, and programs for special learners. Other services included a nurse, school psychologist, guidance counselor, and coordination with community agencies through programs such as the School Intervention Program (SciP) and Therapeutic Child Treatment.

Students were recognized for special achievements through honor rolls, student of the month, as flag and crossing patrols, as members of the Reflections Team, attendance incentives, as well as during quarterly and annual awards programs. Students participated in a music festival, art show, science fairs, and in various literary and poster contests. Field trips, service learning, community projects, a summer program for gifted students, and grant implementation expand the curriculum. Students participated in the care of a butterfly garden.

Striving to improve professionally, teachers developed their own plan for professional growth with numerous teachers attending extra workshops, HUB training, and conferences. The school has emphasized training on Brain Research, Curriculum Calibration, and Thinking Maps. Four teachers are nationally certified. Two additional teachers have applied for National Certification.

Jeff R. Fogle, School Improvement Chairperson
Katherine W. Holcombe, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	85	64
Percent satisfied with learning environment	87.2%	84.5%	82.8%
Percent satisfied with social and physical environment	87.2%	82.4%	85.7%
Percent satisfied with home-school relations	66.7%	92.9%	65.6%

*Only students at the highest elementary school grade level at this school and their parents were included.